

REVISED OCTOBER 2018

Test Administration Manual

# EXIT

Utah's

# EXIT

## Kindergarten Entry and Exit Profile



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# **UTAH'S KINDERGARTEN EXIT (KEEP) PROFILE**

## Test Administration Manual



Utah State Board of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

Sydnee Dickson, Ed.D.  
State Superintendent of Public Instruction

Revised October 2018

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# UTAH STATE BOARD OF EDUCATION

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# TEST ADMINISTRATION INSTRUCTIONS

## PURPOSE

Utah's Kindergarten Entry and Exit Profile (KEEP) is intended to inform various stakeholders, such as parents, teachers, and leadership, on the academic and social-emotional development of entering and exiting kindergarten students. The information gained from the profile will be used to:

- Provide insights into current levels of academic and social-emotional performance upon entry and exit of kindergarten.
- Identify students in need of early intervention instruction and promote differentiated instruction for all students.
- Analyze the effectiveness of programs, such as extended-day kindergarten and preschool.
- Provide opportunities for data-informed decision-making and cost-benefit analysis of early learning initiatives.
- Identify effective instructional practices or strategies for improving student achievement outcomes in a targeted manner.
- Understand the influence and impact of full-day kindergarten on at-risk students in both the short- and long-term.

## STRUCTURE AND SETTING

Utah's Kindergarten Exit Profile is designed to be administered in two ways: small group and individual testing sessions (an assessor with a single student). Each item designates the appropriate testing setting. A trained assessor is expected to administer the profile.

## TESTING WINDOW

The testing window for the exit component will be the last four weeks of school for the district or charter. The small group questions may be administered at any time during the testing window. It is recommended that the small group portion of the test be administered during a kindergarten teacher's small group instruction. The individual student portion must be administered in one sitting.

## TESTING TIME

The profile is comprised of 13 questions with eight observational items. The assessment is untimed, but is expected to take approximately 25 minutes to administer the individual student portion and about 20 minutes for the small group questions in total.

## PREPARATION

Assessment administrators should assure that the following steps are completed prior to testing sessions.

1. Read and understand all the information in this Test Administration Manual.
2. Work with school administrators and parents of students to establish a testing schedule.
3. Obtain and setup the needed testing materials including the following:
  - One copy of this *Exit Test Administration Manual*
  - One copy of the “Exit Student Materials” booklet
  - One copy of the Exit Scoring Sheet per student (paper or online via the Data Gateway)
  - A pencil and a blank sheet of paper for student use
  - A set of ten basic counting manipulatives (whatever type is typically used in class)
  - One set of the texts for question #5: Emergent Reading (see pgs. 57–60)
  - One copy of question #7: Writing Paper for each student (see pgs. 61–62)
  - Privacy dividers for questions #6 and #7
  - Optional: Sheet protector and dry-erase marker for questions #9, 11, and 12

## ACCOMMODATIONS

Allowable accommodations for students with disabilities or students with a 504 plan have been outlined in anticipation of common student needs (see Appendix A). Examples of accommodations include the use of an English-language translator for directions only, use of assistive technology, setting/scheduling modifications, or any other accommodation that will allow the teacher to more accurately measure a student’s current level of academic and social-emotional skills.

## ALTERNATE ASSESSMENT

For students with a significant cognitive disability, who are receiving instruction in the alternate achievement standards, the student’s IEP team should consider whether the student can successfully access the KEEP. If the IEP team decides the student cannot successfully access the KEEP, the use of Utah’s alternate KEEP assessment should be used. The alternate assessment materials can be found at: <https://www.schools.utah.gov/assessment/assessments>, then click on the kindergarten tab.

## DETAILED INSTRUCTIONS

This section outlines the test administration procedures for each question. Question information includes standard alignment, instructions, scoring, materials, and a sample record of response. Text in **BOLD** represents the assessment script and should be read to students exactly as printed. Text in *ITALICS* represents actions the teacher should take.

As needed, teachers may offer encouragement, but in doing so, they should not provide any support or information that would cause a student to modify a response.

## ENTERING STUDENT RESPONSES:

When testing is completed or administration is ready to begin, student responses for the literacy and numeracy portions should be entered into the Data Gateway at <https://datagateway.schools.utah.gov>.

## **DATA COLLECTION DUE DATES**

All student data collected in the KEEP exit profile should be entered by June 15th.

## **REGISTERING FOR THE DATA GATEWAY**

If you are a new user to the Data Gateway, you will need to register first. To register, visit <https://datagateway.schools.utah.gov/register>. If you have difficulty, then contact your district or charter assessment personnel for technical support.

## **UNLOCKING A STUDENT**

If incorrect data is entered for a student, the educator will need to contact district or charter assessment personnel to request that the student's file be unlocked. Once the student's file has been unlocked, the data may be edited.



# QUESTIONS **FOR ASSESSMENT**

# Question #1: LISTENING COMPREHENSION

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Content Area: **English Language Arts**

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Standard Alignment: **SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**

**SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.**

**RL.K.1: With prompting and support, ask and answer questions about key details in a text.**

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Grouping for Administration: **Individual**

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## INSTRUCTIONS (Read aloud script in **bold**):

**"I am going to read you a story about Antonio's walk in the springtime. Listen carefully as I will be asking you questions at the end."**

*The teacher will read aloud the following text:*

**"In kindergarten, Antonio learned about the season of spring. As Antonio walked home from school, the weather was warm. He took off his coat and decided that he would hunt for signs of spring. In his neighbor's yard, he saw colorful flowers growing in the garden. He saw a bird searching for a worm to feed its baby birds. He could hear the sound of the hungry baby birds in a tree. As Antonio arrived home, he noticed a caterpillar crawling on the steps. He gently picked up the caterpillar and felt it crawl on his hand. He knew that soon this caterpillar would turn into a butterfly. Antonio went inside and thought about the things he found that helped him know it was spring."**

*(Pause) "Now, I am going to ask you about the story."*

**"In complete sentences, tell me two ways Antonio knew it was spring."**

*If the student does not answer in a complete sentence, say to the student, "Start your sentence with, 'Antonio knew it was Spring because...'. Your turn." Pause for the student's response.*

*If the student does not give at least two examples, prompt the student for more details by asking, "What else did he see, hear, or feel?"*

## SCORING:

**Oral Language Responses** (The score is based on the student's production of an oral response, not the content of his/her response.)

- 2 pts. Answers in complete sentence(s) without a prompt or sentence starter
- 1 pt. Answers in a complete sentence when provided with a prompt or sentence starter
- 0 pts. Answers in words or phrases or provides no response

**■ Listening Comprehension**

- 4 pts. Answers with at least two accurate examples of signs of spring from the story *without* prompting (for example, warm weather, colorful flowers, birds chirping, caterpillar on steps)
- 3 pts. Answers with at least two accurate examples of signs of spring from the story with prompting (for example, warm weather, colorful flowers, birds chirping, caterpillar on steps)
- 2 pts. Answers with one accurate example of signs of spring from the story without prompting
- 1 pt. Answers with one accurate example of signs of spring from the story with prompting
- 0 pts. Answer does not provide examples from the story, or there is no student response.

**ACCOMMODATED INSTRUCTIONS:**

- **Students who are deaf or hard of hearing:** *The teacher and/or interpreter can sign to the student. The student can answer in sign language or use any other form of communication.*
- **Students who are nonverbal** *will be allowed to use their mode of communication and assistive technology used daily (for example, PECS, communication board, sign language, etc.).*

MATERIALS	SAMPLE RECORD OF RESPONSE								
NONE	<table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tr> <td style="font-size: 8px;">Question #1</td> <td style="font-size: 8px;">Oral Language Responses</td> <td style="width: 50px;"></td> <td style="font-size: 8px; text-align: right;">2 / 2</td> </tr> <tr> <td style="font-size: 8px;">Question #1</td> <td style="font-size: 8px;">Listening Comprehension</td> <td style="width: 50px;"></td> <td style="font-size: 8px; text-align: right;">2 / 4</td> </tr> </table>	Question #1	Oral Language Responses		2 / 2	Question #1	Listening Comprehension		2 / 4
Question #1	Oral Language Responses		2 / 2						
Question #1	Listening Comprehension		2 / 4						

## Question #2: PHONEMIC AWARENESS—Initial, Medial, and Final Sounds

Content Area: **English Language Arts**

Standard Alignment: **RF.K.2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.**

Grouping for Administration: **Individual**

### **INSTRUCTIONS** (Read aloud script in **bold**):

*The teacher may use a position term that the students are familiar with such as beginning, initial, first, medial, middle, final, ending, or last. \* Be sure to use normal speech when giving the words—no intonation should be given to the sounds.*

*NOTE: When you see "/m/," say the sound of the letter "mmm."*

■ **"Listen to the word 'mat.' The \*first sound in 'mat' is /m/. What's the \*first sound?"** Pause for the student's response. If incorrect or no response is given, provide the first sound, and have the student repeat.

■ **"Now I want you to tell me the \*first sound you hear in these words":**

*"yawn" Pause for the student's response.*

*"van" Pause for the student's response.*

*If the student says the letter name or says all of the sounds, prompt only once, "Just say the \*first sound."*

### **DISCONTINUE RULE:**

If the student does not isolate any of the first sounds correctly, then discontinue, and move to question #3.

■ **"Listen to the word 'top.' The \*last sound in 'top' is /p/. What's the \*last sound?"** Pause for the student's response. If incorrect or no response is given, provide the last sound, and have the student repeat.

■ **"Now, I want you to tell me the \*last sound you hear in these words":**

*"fog" Pause for the student's response.*

*"wish" Pause for the student's response.*

*If the student says the letter name or says all of the sounds, prompt only once, "Just say the \*last sound."*

■ **"Listen to the word 'bat.' The \*middle sound in 'bat' is /a/. What's the \*middle sound?"** Pause for the student's response. If an incorrect or no response is given, provide the middle vowel sound, and have the student repeat it.

■ **"Now, I want you to tell me the \*middle sound you hear in these words":**

*"cup" Pause for the student's response.*



**“bed”** Pause for the student’s response.

If the student says the letter name or says all of the sounds, prompt only once, **“Just say the \*middle sound.”**

**SCORING:**

- 1 pt. for each correct sound (6 pts. possible)

**ACCOMMODATED INSTRUCTIONS:**

- This question may not be applicable for **students who are deaf or hard of hearing**. If not applicable, they will skip this question.
- **Students who are nonverbal** will be allowed to use their mode of communication and assistive technology used daily (for example, PECS, communication board, sign language, etc.). Nonverbal students may also use the accommodated material sheet on page 17 of the student materials booklet. The directive from the teacher:

Sample items will be as follows:

**“Listen to the word ‘mat.’ The \*first sound in ‘mat’ is /m/.”** The teacher will point to the m in the sample sound box on the accommodated material sheet. **“You point to the \*first sound.”**

Recorded items will be as follows:

**“Now I want you to point to the letter of the \*first/\*middle/\*last sound you hear in these words.”** The student will point to the correct letter representing the first/middle/last sound out of the four given letters on the accommodated material sheet. The teacher will repeat the above directives for last and middle sounds.

MATERIALS	SAMPLE RECORD OF RESPONSE			
<h1>NONE</h1>	<table border="1" data-bbox="829 1297 1471 1339"><tr><td data-bbox="829 1297 1097 1339">Question #2 Phonemic Awareness: Initial, Medial, and Final Sounds</td><td data-bbox="1097 1297 1406 1339">y v g <del>sh</del> u <del>e</del></td><td data-bbox="1406 1297 1471 1339">4 /6</td></tr></table>	Question #2 Phonemic Awareness: Initial, Medial, and Final Sounds	y v g <del>sh</del> u <del>e</del>	4 /6
Question #2 Phonemic Awareness: Initial, Medial, and Final Sounds	y v g <del>sh</del> u <del>e</del>	4 /6		

# Question #3: PHONEMIC AWARENESS—Phoneme Segmentation and Substitution

Content Area: **English Language Arts**

Standard Alignment: **RF.K.2.d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.**

**RF.K.2.e: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**

Grouping for Administration: **Individual**

## INSTRUCTIONS (Read aloud script in **bold**):

*The teacher may use a position term the students are familiar with such as final, ending, or last.\* Students are allowed to tap out sounds or some other action as long as it isn't coached for or encouraged by the teacher to do so. If a student is unresponsive after being given the instructions, the teacher may repeat the instructions once more.*

■ **"Listen to me as I say all the sounds in 'dog.'"** (Say **"/d/ /o/ /g/"**)

*"Now, you say all the sounds in 'dog.'" Pause for the student's response. If the student makes an error, repeat the sounds, and ask them again. If they still cannot do it correctly, continue on.*

■ **"Now, I will change the \*last sound in dog /g/ to /t/. The new word is dot!"**

### ITEM 1:

**"Now it is your turn. You say all the sounds in the word 'map.'" Pause for student's response. If there is no response after three seconds say, "Say all the sounds." If the student still cannot segment the word, then skip to item 2.**

**"Now change the \*last sound in map /p/ to /n/. What is the new word?" Pause for the student's response. If the student segments the new word, ask "What is the new word?"**

### ITEM 2:

**"You say all the sounds in the word 'bun.'" Pause for the student's response. If there is no response after three seconds say, "Say all the sounds." If the student still cannot segment the word, then move to question #4.**

**"Now change the \*last sound in bun /n/ to /g/. What is the new word?" Pause for the student's response. If the student segments the new word, ask "What is the new word?"**

## SCORING:

- 1 pt. for each correctly segmented sound in the word "map" (3 pts. possible)
- 1 pt. for saying the new word "man"
- 1 pt. for each correctly segmented sound in the word "bun" (3 pts. possible)
- 1 pt. for saying the new word "bug"

## ACCOMMODATED INSTRUCTIONS:

- This question may not be applicable for **students who are deaf or hard of hearing**. If not applicable, they will skip this question.
- **Students who are nonverbal** will be allowed to use their mode of communication and assistive technology used daily (for example, PECS, communication board, sign language, etc.). Or a nonverbal student may use the accommodated material sheet on page 19 of the student materials booklet, and the directive from the teacher will be:

Sample Item

**"Listen to me as I say all the sounds in 'dog.'"** Say and point to the letters **"/d/ /o/ /g/."**

**"Now, you point to all the sounds in dog."** Pause for the student's response.

**"Now, I will change the \*last sound in dog /g/ to /t/. The new word is dot!"** Point to the word dot.

### Item 1:

**"You point to the letters for all the sounds in the word 'map.'"** Pause for the student's response.

**"Now change the \*last sound in map /p/ to /n/. Point to the new word."** Pause for the student's response.

### Item 2:

**"You point to the letters for all the sounds in the word 'bun.'"** Pause for the student's response.

**"Now change the \*last sound in bun /n/ to /g/. Point to the new word."** Pause for the student's response.

MATERIALS	SAMPLE RECORD OF RESPONSE			
<h1>NONE</h1>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="831 1297 1097 1377" style="font-size: small;">Question #3 Phonemic Awareness: Phoneme Segmentation and Substitution</td> <td data-bbox="1097 1297 1403 1377" style="text-align: center;">           /m/ /a/ /p/  <b>man</b>            /b/ /u/ /n/  <del>bug</del> </td> <td data-bbox="1403 1297 1471 1377" style="text-align: center; vertical-align: middle;"> <u>7</u> /8         </td> </tr> </table>	Question #3 Phonemic Awareness: Phoneme Segmentation and Substitution	/m/ /a/ /p/ <b>man</b> /b/ /u/ /n/ <del>bug</del>	<u>7</u> /8
Question #3 Phonemic Awareness: Phoneme Segmentation and Substitution	/m/ /a/ /p/ <b>man</b> /b/ /u/ /n/ <del>bug</del>	<u>7</u> /8		

# Question #4: PHONICS AND WORD RECOGNITION

Content Area: **English Language Arts**

Standard Alignment: **RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

Grouping for Administration: **Individual**

## INSTRUCTIONS (Read aloud script in **bold**):

Display the Student Material sheet for question #4A.

■ **“Listen as I read this word, ‘gum.’”** Move your finger quickly under the word as you say it. **“The sounds are, /g/ /u/ /m/ or gum.”** Say the sounds continuously without pausing between each sound.

■ **“It’s your turn to read some words. If you can’t read a word, say the sounds, and then read the word.”** Point to the first word. **“Begin.”**

wag

rot

cub

fed

zips

■ Turn the page in the student materials booklet. **“Now read some words that are made-up. If you can’t read a word, say the sounds, and then read the word.”** Point to the first word. **“Begin.”**

kaj

yiv

tem

hox

lun

If the student doesn’t know a sound, wait three seconds, then point to the next sound, and prompt the student to continue.

## DISCONTINUE RULE:

If the student does not know any sounds in the first five words, then discontinue.

## SCORING:

■ For each word mark:

- 1 pt. for each correct letter sound (31 points possible), **AND**
- 1 pt. for blending the word correctly **OR** 2 pts. for reading the word correctly without blending (20 pts. possible)

## ACCOMMODATED INSTRUCTIONS:

- This question may not be applicable for **students who are deaf or hard of hearing**. If not applicable, have them skip this question.
- This question may not be applicable for **students who are nonverbal**. If not applicable, have them skip this question.

MATERIALS	SAMPLE RECORD OF RESPONSE						
<div data-bbox="186 231 592 466" style="border: 1px solid black; padding: 10px; margin-bottom: 20px;"> <p style="text-align: center;">gum</p> <p>wag rot cub fed zips</p> </div> <div data-bbox="389 483 795 718" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">kaj yiv tem hox lun</p> </div>	<table border="1" data-bbox="824 424 1469 514"> <tr> <td data-bbox="824 424 1096 462">Question #4 Phonics and Word Recognition</td> <td data-bbox="1096 424 1393 462"> <p>wag rot cub fed zips</p> </td> <td data-bbox="1393 424 1469 462">CLS 27/31</td> </tr> <tr> <td data-bbox="824 462 1096 514"></td> <td data-bbox="1096 462 1393 514"> <p>kaj yiv tem hox lun</p> </td> <td data-bbox="1393 462 1469 514">WWR 9/20</td> </tr> </table>	Question #4 Phonics and Word Recognition	<p>wag rot cub fed zips</p>	CLS 27/31		<p>kaj yiv tem hox lun</p>	WWR 9/20
Question #4 Phonics and Word Recognition	<p>wag rot cub fed zips</p>	CLS 27/31					
	<p>kaj yiv tem hox lun</p>	WWR 9/20					

## Question #5: EMERGENT READING

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Content Area: **English Language Arts**

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Standard Alignment: **RF.K.4: Read emergent-reader texts with purpose and understanding.**

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Grouping for Administration: **Individual**

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### **INSTRUCTIONS** (Read aloud script in **bold**):

*If the student, at any time, pauses for more than three seconds, then provide them the word, and have them keep reading. If a student makes the same error multiple times, mark it wrong each time.*

#### **TEXT 1**

*Place text 1 in front of the student. “**Read this story out loud. I will ask you about it when you are done reading.**”*

I see the hat in the grass.

I see the bug in the grass.

Can you see the ball in the grass?

*After the student reads the story, remove the text, and ask the following questions:*

**“What is this story about?”** (for example, the grass)

**“What did you see in the grass?”** (such as, a hat, a bug, a ball)

*To proceed, the student needs to read text 1 with three or fewer errors, **AND** answer at least one of the comprehension questions correctly. If this isn’t accomplished, then discontinue this item and score text 2 as no points earned.*

#### **TEXT 2**

*Place text 2 in front of the student. “**Read this story out loud. I will ask you about it when you are done reading.**”*

Ned is a cat.

He sits on me.

Ned naps on the bed.

He licks a lot.

Ned likes to run.

He is a fun cat.

*After the student reads the story, remove the text, and ask the following questions:*

**“What is the story about?”** (for example, a cat)



**“What does Ned do?”** (i.e., sits, naps, licks, runs, is a fun cat)

## SCORING:

- **Reading errors** (mark for each text—8 pts. possible)
  - 4 pts. no errors
  - 3 pts. one error
  - 2 pts. two to three errors
  - 1 pt. four to five errors
  - 0 pts. more than five errors
  
- **Reading comprehension** (mark for each text—4 pts. possible)
  - 2 pts. answers both questions correctly
  - 1 pt. answers one of the two questions correctly
  - 0 pts. answers none of the questions correctly

## ACCOMMODATED INSTRUCTIONS:

- **Students who are deaf or hard of hearing:** *The teacher and/or interpreter can sign to the student. The student can answer in sign language, or use any other form of communication.*
- **Students who are nonverbal** *will be allowed to use their mode of communication and assistive technology used daily (for example, PECS, communication board, sign language, etc.). Mark as not applicable (NA) for “reading errors” on the Score Sheet. The student will only be scored on the Reading Comprehension part.*

MATERIALS	SAMPLE RECORD OF RESPONSE				
<div style="text-align: center;">  <p>I see the hat in the grass.</p> </div> <div style="text-align: center; margin-top: 20px;">  <p>Ned is a cat. He sits on me.</p> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">           Question #5 Emergent Reading         </td> <td style="width: 50%; padding: 5px;"> <div style="font-size: small; color: blue;">TEXT 1:</div> <p>             I see the hat in the grass.              I see the <del>bug</del> in the grass.  <del>Can</del> you see the ball in the grass?              Reading errors: <u>3</u> /4              Reading comprehension: <u>2</u> /2           </p> <div style="font-size: small; color: blue;">TEXT 2:</div> <p> <del>Ned</del> is a cat.              He sits on me.              Ned <del>paps</del> on the bed.              He <del>jicks</del> a lot.              Ned likes to run.              He is a fun cat.              Reading errors: <u>2</u> /4              Reading comprehension: <u>1</u> /2           </p> </td> </tr> <tr> <td style="height: 100px;"></td> <td style="text-align: right; vertical-align: middle; padding: 5px;"> <div style="font-size: large; font-weight: bold;">7</div> /12         </td> </tr> </table>	Question #5 Emergent Reading	<div style="font-size: small; color: blue;">TEXT 1:</div> <p>             I see the hat in the grass.              I see the <del>bug</del> in the grass.  <del>Can</del> you see the ball in the grass?              Reading errors: <u>3</u> /4              Reading comprehension: <u>2</u> /2           </p> <div style="font-size: small; color: blue;">TEXT 2:</div> <p> <del>Ned</del> is a cat.              He sits on me.              Ned <del>paps</del> on the bed.              He <del>jicks</del> a lot.              Ned likes to run.              He is a fun cat.              Reading errors: <u>2</u> /4              Reading comprehension: <u>1</u> /2           </p>		<div style="font-size: large; font-weight: bold;">7</div> /12
Question #5 Emergent Reading	<div style="font-size: small; color: blue;">TEXT 1:</div> <p>             I see the hat in the grass.              I see the <del>bug</del> in the grass.  <del>Can</del> you see the ball in the grass?              Reading errors: <u>3</u> /4              Reading comprehension: <u>2</u> /2           </p> <div style="font-size: small; color: blue;">TEXT 2:</div> <p> <del>Ned</del> is a cat.              He sits on me.              Ned <del>paps</del> on the bed.              He <del>jicks</del> a lot.              Ned likes to run.              He is a fun cat.              Reading errors: <u>2</u> /4              Reading comprehension: <u>1</u> /2           </p>				
	<div style="font-size: large; font-weight: bold;">7</div> /12				

## Question #6: ENCODING

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Content Area: **English Language Arts**

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Standard Alignment: **L.K.2.d: Spell simple words phonetically, drawing on knowledge of sound-letter relationships.**

**L.K.1.a: With guidance and support, identify and write many upper and lowercase letters including those in the student's name.**

Grouping for Administration: **Small Group**

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### INSTRUCTIONS (Read aloud script in **bold**):

*Distribute lined paper of your choice, a pencil, and a privacy divider to each student.*

**“Write the words I say on the lines. Try and write all the sounds you hear.”** *Say the words at a normal talking rate.*

1. **“The first word is ‘pan.’ Say it with me, ‘pan.’ We cook food in a pan. Write the word ‘pan’ on the first line.”**
2. **“The next word is ‘hot.’ Say it with me, ‘hot.’ We get hot in the summer. Write the word ‘hot’ on the next line.”**
3. **“The last word is ‘sun.’ Say it with me, ‘sun.’ The sun is high in the sky. Write the word ‘sun’ on the next line.”**

**“Now you will write a sentence.”**

4. **“Write the sentence I say on the next line. The sentence is, ‘Tim is wet.’ Say it with me, ‘Tim is wet.’ Write the sentence ‘Tim is wet’ on the next line.”** *Repeat the sentence as many times as needed. Say the sentence at a normal talking rate.*

### SCORING:


*A correct response may include reversals and/or varied letter formations.*

- 1 pt. for each sound spelled correctly (17 pts. possible)
- 1 pt. for each whole word spelled correctly (6 pts. possible)
- 1 pt. for a capital letter at the beginning of the sentence: “Tim is wet.”

### ACCOMMODATED INSTRUCTIONS:

- **Students who are orthopedically impaired** may use the writing utensil they use daily (for example, computer, alpha smart, assistive technology, etc.)
- **Students who are blind or visually impaired** may need to use a braille or slate and stylus.
- **Students who are nonverbal** do not need to repeat the words.



MATERIALS	SAMPLE RECORD OF RESPONSE			
	<table border="1"> <tr> <td data-bbox="837 348 1101 489"> <b>Question #6</b> Encoding         </td> <td data-bbox="1101 348 1404 489"> <p>           p<sup>h</sup>an            hot            sun            Tim is wet.         </p> <p>           Correct sound: <u>14</u> /17            Whole word: <u>3</u> /6            Capital letter: <u>1</u> /1         </p> </td> <td data-bbox="1404 348 1469 489"> <u>18</u> /24         </td> </tr> </table>	<b>Question #6</b> Encoding	<p>           p<sup>h</sup>an            hot            sun            Tim is wet.         </p> <p>           Correct sound: <u>14</u> /17            Whole word: <u>3</u> /6            Capital letter: <u>1</u> /1         </p>	<u>18</u> /24
<b>Question #6</b> Encoding	<p>           p<sup>h</sup>an            hot            sun            Tim is wet.         </p> <p>           Correct sound: <u>14</u> /17            Whole word: <u>3</u> /6            Capital letter: <u>1</u> /1         </p>	<u>18</u> /24		

## Question #7: **WRITING**

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Content Area: **English Language Arts**

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Standard Alignment: **W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**

**L.K.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**a. Capitalize the first word in a sentence and the pronoun I.**

Grouping for Administration: **Small Group** (maximum time allotted for each group is 15 minutes; time starts once the teacher says, "**You may begin.**")

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### **INSTRUCTIONS** (Read aloud script in **bold**):

*Use the pages in the Student Materials booklet for question #7 to administer this item.*

- 1. "I am going to read you some interesting information about trees. Listen carefully.**
  - Trees are all around us. Trees grow.**
  - Trees have different parts. Each part has a special job.**
  - The leaves make food for the tree. The leaves also give us shade.**
  - The roots take in water for the tree. The roots hold the tree in the ground.**
  - Trees have stems called trunks. Trunks can be thin or fat. The trunk holds the tree up.**
  - Trees are the largest plants on Earth!"**
- 2. "Now that we have read about trees, your job is to write about trees and their parts. I am going to read the text one more time so that you can think about what you might want to include in your writing." Read the text one more time.**
- 3. "Now, it is time to write about trees and their parts: leaves, roots, and trunks." Point to the pictures on the student page as a reference for the students. Hand out the writing paper on pages 61–62, pencils, and privacy dividers. "Make sure to include at least three details about trees and their parts in your writing and drawing based on the text. Be sure to use a capital letter at the beginning of each sentence and to leave spaces between the words. Remember to write before you draw. You may begin."**

*As students work, teachers may repeat as necessary: "Remember to write about and draw trees and their parts and include at least three details based on the texts." If a student starts drawing first, then prompt the student only once by saying, "Remember you need to write first and then you can draw."*

*Teachers should NOT provide a word bank. If a student asks for help, say, "Do the best you can." Do NOT spell words for students or use a sentence starter/stem. Phonetic spelling is acceptable.*

*When the student indicates he/she is finished, use the one-time prompt, "Looks good, can you add any more details?"*

Once a student has made his/her best attempt, the teacher can ask the student what he/she wrote and record the student's response to clarify what was written if needed. Remember, this question shall only take up to 15 minutes once writing begins.


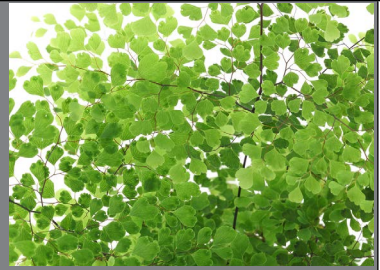


## SCORING:

- **Production**—how the student produces the text (drawing, dictating, writing)
  - 5 pts. Student response is in writing and includes a drawing that is about trees and/or their parts.
  - 4 pts. Student response is in writing, but does not include a drawing that is about trees and/or their parts.
  - 3 pts. Student uses a combination of dictation and writing/drawing to write about trees and/or their parts.
  - 2 pts. Student draws or dictates their response to the teacher and it relates to trees and/or their parts.
  - 1 pt. Student draws or dictates their response to the teacher; however, it does not relate to trees and/or their parts.
  - 0 pts. Student provides no response.
- **Capitalization**
  - 2 pts. Student uses a capital for the first word in the sentence(s).
  - 1 pt. Student uses capitals for some of the first words in sentences, but not all.
  - 0 pts. Student does not use capitals or capitals are used inappropriately (for example, in the middle of words or sentences).
- **Topic and Details**—the quality of the response—not the way the student produces the response. Details must be from the text, not from student background knowledge.
  - 4 pts. The response (drawing, dictation, or writing) names the topic (trees) and at least three details about trees and/or their parts (such as leaves, roots, trunks).
  - 3 pts. The response (drawing, dictation, or writing) names the topic (trees) and one or two details about trees and/or their parts (leaves, roots, trunks).
  - 2 pts. The response (drawing, dictation, or writing) names the topic (trees), but does not provide any accurate details from the text.
  - 1 pt. The response (drawing, dictation, or writing) is not related to the topic (trees) or the topic is not identified.
  - 0 pts. The response is not comprehensible or legible.

**Note:** Spelling is not scored.

## ACCOMMODATED INSTRUCTIONS:

- **Students who are orthopedically impaired** may use the writing utensil they use daily (for example, computer, alpha smart, assistive technology, etc.)
- **Students who are blind or visually impaired** may need to use a braille or slate and stylus.

MATERIALS		SAMPLE RECORD OF RESPONSE	
			
			
		<p style="text-align: right;"><u>  8  </u> /11</p>	

*(Continue to question #8 ➔)*

## Question #8: ORAL COUNTING

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Content Area: **Mathematics**

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Standard Alignment: **K.CC.2: Count forward beginning from a given number within the known sequence.**

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Grouping for Administration: **Individual**

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### INSTRUCTIONS (Read aloud script in **bold**):

**“Start counting at 12 and count until I tell you to stop.”** Listen to the student count to 21. Stop the student at 21. Record errors and score on the Scoring Sheet. **“Now, start counting at 83, and count until I tell you to stop.”** Listen to the student count to 100. Stop the student at 100. Record errors and score on the Scoring Sheet.

If the student skip counts, say, **“Count by ones.”**

If the student does not count out loud, say, **“Count out loud.”**

If the student starts at one, repeat the directions.

If the student starts at 12 and counts backwards, say, **“Start at 12 and count up.”**


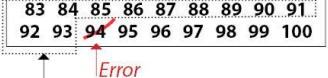

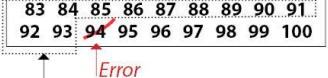

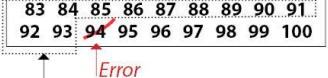
If after giving one of the corrective prompts and the student still cannot complete the task, then say, **“Stop”** and continue to the next part.

### SCORING:

- For counting 12 to 21:
  - 0 pts. no attempt or no correct responses
  - 1 pt. counted at least one number correct
  - 2 pts. counted from 12 to 21 with no errors
- For counting 83 to 100:
  - 0 pts. no attempt or no correct responses
  - 1 pt. counted from 83 and up to 88 with at least one correct number
  - 2 pts. accurately counted to 89 or beyond
  - 3 pts. counted from 83 to 100 with no errors

### ACCOMMODATED INSTRUCTIONS:

- **Students who are nonverbal** will be allowed to use their mode of communication and assistive technology used daily to demonstrate how they count (for example, PECS, communication board, sign language, etc.).

MATERIALS	SAMPLE RECORD OF RESPONSE			
<h1>NONE</h1>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="688 254 1016 537" style="padding: 5px;"> <b>Question #8</b> Oral Counting         </td> <td data-bbox="1016 254 1390 537" style="padding: 5px;"> <div style="text-align: right; font-size: small;"><i>2 numbers counted consecutively and correctly</i></div> <div style="text-align: center;">  <p>12 13 14 15 16 17 18 19 20 21</p> </div> <div style="text-align: center;">  <p>83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100</p> </div> <div style="text-align: left; font-size: small;"><i>11 numbers counted consecutively and correctly</i></div> </td> <td data-bbox="1390 254 1469 537" style="text-align: center; vertical-align: middle; padding: 5px;"> <p>—1/2</p> <p>—2/3</p> </td> </tr> </table>	<b>Question #8</b> Oral Counting	<div style="text-align: right; font-size: small;"><i>2 numbers counted consecutively and correctly</i></div> <div style="text-align: center;">  <p>12 13 14 15 16 17 18 19 20 21</p> </div> <div style="text-align: center;">  <p>83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100</p> </div> <div style="text-align: left; font-size: small;"><i>11 numbers counted consecutively and correctly</i></div>	<p>—1/2</p> <p>—2/3</p>
<b>Question #8</b> Oral Counting	<div style="text-align: right; font-size: small;"><i>2 numbers counted consecutively and correctly</i></div> <div style="text-align: center;">  <p>12 13 14 15 16 17 18 19 20 21</p> </div> <div style="text-align: center;">  <p>83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100</p> </div> <div style="text-align: left; font-size: small;"><i>11 numbers counted consecutively and correctly</i></div>	<p>—1/2</p> <p>—2/3</p>		

## Question #9: COUNTING OBJECTS

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Content Area: **Mathematics**

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Standard Alignment: **K.CC.3: Read and write numbers using base ten numerals from zero to 20. Represent a number of objects with a written numeral, in or out of sequence (zero represents a count of no objects).**

**K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.**

- a. When counting objects, say the numbers in the standard order. Pair each quantity of objects with one and only one number and each number with the correct quantity of objects.**
- b. Understand that the last number said represents the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.**

**K.CC.5: Use counting to answer questions about “how many.” For example, 20 or fewer objects arranged in a line, a rectangular array, or circle; 10 or fewer objects in a scattered configuration. Using a number from one through 20, count out that many objects.**

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Grouping for Administration: **Individual**

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### INSTRUCTIONS (Read aloud script in **bold**):

- *Display the Student Material sheet with 16 circles in an array for question #9. Provide the student with a blank piece of paper and a pencil. (The Student Material sheet may be copied on paper for students to mark or placed in a sheet protector to mark with a marker.)*

**“Count the circles.”** Allow the student to count. **“Tell me how many circles there are.”** Allow the student to respond. **“Now, write that number.”** Allow the student to write the number on a blank piece of paper. Record the student’s responses on the Scoring Sheet.

- *Display the Student Material sheet with nine scattered triangles.*

**“Count the triangles.”** Allow the student to count. **“Tell me how many triangles there are.”** Allow the student to respond. **“Now, write that number.”** Allow the student to write the number on a blank piece of paper. Record the student responses on the Scoring Sheet.

*If the student does not count out loud, say, “Count out loud.”*

### SCORING:

For each number (16 and 9):

- **Counting and One-to-One Correspondence**

- 2 pts. The student counts the number of objects correctly **AND** the student uses one-to-one correspondence.
- 1 pt. The student counts the number of objects correctly without using one-to-one correspondence, **OR** the student uses one-to-one correspondence with errors in counting.



- 0 pts. The student is unable to count the number of objects correctly **NOR** uses one-to-one correspondence.

■ **Cardinality**

- 1 pt. The student correctly tells how many there are without recounting the objects.

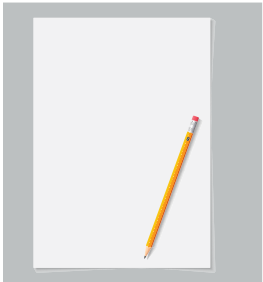
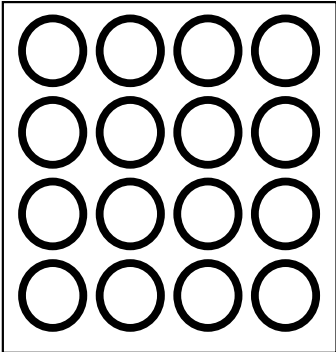
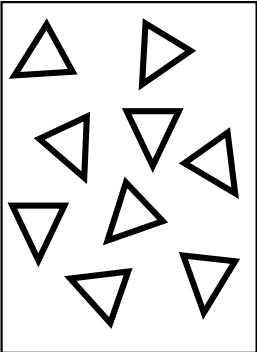
■ **Writing the Numeral**

- 1 pt. The student writes the number that corresponds with his/her response to **“Tell me how many there are.”**

The student may or may not point to objects in the images as they count. Reversals are accepted (for example, writing nine backwards). Transposals are **NOT** accepted (for example, writing 61 instead of 16).

**ACCOMMODATED INSTRUCTIONS:**

- **Students who are orthopedically impaired:** The teacher will use the student materials and say, **“Count these circles/triangles as I point to them.”** Listen as the student counts. **“Tell me how many circles/triangles there are.”** Pause for the response. **“Now, write that number.”** They will use their mode of writing or identification (for example, eye gaze, assistive technology, etc.).
- **Students who are blind or visually impaired** may need braille, large print, and/or separate answer cards. The material could also be a tactile manipulative. The student may need to use a braille or slate and stylus.
- **Students who are nonverbal** will be allowed to use their mode of communication and assistive technology used daily to demonstrate how they count (for example, PECS, communication board, sign language, etc.).

MATERIALS	SAMPLE RECORD OF RESPONSE																										
 <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;">  </div> <div style="border: 1px solid black; padding: 5px;">  </div> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5">Question #9 Counting Objects</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">6_/8</td> </tr> <tr> <th style="background-color: #ADD8E6;">Number</th> <th style="background-color: #ADD8E6;">Counting and One-to-One Correspondence</th> <th style="background-color: #ADD8E6;">Cardinality</th> <th style="background-color: #ADD8E6;">Writing the Numeral</th> <td></td> </tr> <tr> <td>16</td> <td style="text-align: center;">_ 2 /2</td> <td style="text-align: center;">_ 1 /1</td> <td style="text-align: center;">_ 1 /1</td> <td></td> </tr> <tr> <td>9</td> <td style="text-align: center;">_ 2 /2</td> <td style="text-align: center;">_ 0 /1</td> <td style="text-align: center;">_ 0 /1</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">_ 4 /4</td> <td style="text-align: center;">_ 1 /2</td> <td style="text-align: center;">_ 1 /2</td> <td></td> </tr> </table>	Question #9 Counting Objects					6_/8	Number	Counting and One-to-One Correspondence	Cardinality	Writing the Numeral		16	_ 2 /2	_ 1 /1	_ 1 /1		9	_ 2 /2	_ 0 /1	_ 0 /1			_ 4 /4	_ 1 /2	_ 1 /2	
Question #9 Counting Objects					6_/8																						
Number	Counting and One-to-One Correspondence	Cardinality	Writing the Numeral																								
16	_ 2 /2	_ 1 /1	_ 1 /1																								
9	_ 2 /2	_ 0 /1	_ 0 /1																								
	_ 4 /4	_ 1 /2	_ 1 /2																								

# Question #10: IDENTIFY AND COMPARE NUMERALS

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Content Area: **Mathematics**

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Standard Alignment: **K.CC.3: Read and write numbers using base ten numerals from zero to 20. Represent a number of objects with a written numeral, in or out of sequence (zero represents a count of no objects).**

**K.CC.7: Compare two numbers between 1 and 10 presented as written numerals using “greater than,” “less than,” or “equal to.”**

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Grouping for Administration: **Individual**

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## INSTRUCTIONS (Read aloud script in **bold**):

*Display the Student Material sheet for question #10.*

- *Point to the first set of numbers, 8 and 3. “**Tell me the names of these numbers.**” Allow for the student’s response. “**Are these numbers equal?**” Allow for the student’s response. Then ask, “**Which number is greater?**” Allow for the student’s response.*
- *Point to 6 and 6. “**Tell me the names of these numbers.**” Allow for the student’s response. “**Are these numbers equal?**” Allow for the student’s response.*
- *Point to 5 and 2. “**Tell me the names of these numbers.**” Allow for the student’s response. “**Are these numbers equal?**” Allow for the student’s response. Then ask, “**Which number is less?**” Allow for the student’s response.*
- *Point to 4 and 10. “**Tell me the names of these numbers.**” Allow for the student’s response. “**Are these numbers equal?**” Allow for the student’s response. Then, ask, “**Which number is greater?**” Allow for the student’s response.*
- *Point to 7 and 9. “**Tell me the names of these numbers.**” Allow for the student’s response. “**Are these numbers equal?**” Allow for the student’s response. Then ask, “**Which number is less?**” Allow for the student’s response.*

*The student may say the number name or point to the number.*

## SCORING:

### ■ Read Numerals

- 1 pt. for identifying each numeral correctly (8, 3, 6, 5, 2, 4, 10, 7, 9) (9 pts. total)

### ■ Compare Numbers

- 1 pt. for identifying if the numbers are equal or not equal (5 pts. total)
- 1 pt. for correctly identifying the number that is greater than or less than the other number, given a pair of numbers (4 pts. total)

## ACCOMMODATED INSTRUCTIONS:

- Students who are non-verbal** will be allowed to use their mode of communication and assistive technology used daily to demonstrate how they count (for example, PECS, communication board, sign language, etc.).

Display the student material sheet for item #10. **“Show me the number 2.”** Allow for the student’s response. Continue asking the student to show the numbers, **“3, 4, 5, 6, 7, 8, 9, 10.”** Allow for the student’s response.

Then, point to the box with the 8 and 3 and ask, **“Are these numbers equal?”** Allow for the student’s response. Then ask, **“Which number is greater?”** Allow for the student’s response.

Point to the box with the 6 and 6 and ask, **“Are these numbers equal?”** Allow for the student’s response.

Point to the box with the 5 and 2 and ask, **“Are these numbers equal?”** Allow for the student’s response. Then ask, **“Which number is less?”** Allow for the student’s response.

Point to the box with the 4 and 10 and ask, **“Are these numbers equal?”** Allow for the student’s response. Then ask, **“Which number is greater?”** Allow for the student’s response.

Point to the box with the 7 and 9 and ask, **“Are these numbers equal?”** Allow for the student’s response. Then ask, **“Which number is less?”** Allow for the student’s response.

- Students who are blind or visually impaired** may need braille, large print, and/or separate answer cards.
- Students who are orthopedically impaired** will use their mode of identification (for example, eye gaze, assistive technology, etc.). The selection field may need to be on separate cards to allow for greater division between answer selections.

MATERIALS	SAMPLE RECORD OF RESPONSE																																				
<table border="1" style="margin: 0 auto;"> <tr><td style="padding: 5px;">8</td><td style="padding: 5px;">3</td></tr> <tr><td style="padding: 5px;">6</td><td style="padding: 5px;">6</td></tr> <tr><td style="padding: 5px;">5</td><td style="padding: 5px;">2</td></tr> <tr><td style="padding: 5px;">4</td><td style="padding: 5px;">10</td></tr> <tr><td style="padding: 5px;">7</td><td style="padding: 5px;">9</td></tr> </table>	8	3	6	6	5	2	4	10	7	9	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;">Question #10 Identify and Compare Numerals</td> <td style="width: 30%;"></td> <td style="width: 10%; text-align: center; vertical-align: middle;">15 / 18</td> </tr> <tr> <td style="padding: 5px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ADD8E6;">Identify Numeral</th> <th style="background-color: #ADD8E6;">Equal or Not Equal</th> <th style="background-color: #ADD8E6;">Greater or Less</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">8 <del>3</del></td><td style="padding: 2px;">Not Equal</td><td style="padding: 2px;">Greater</td></tr> <tr><td style="padding: 2px;">6 6</td><td style="padding: 2px;">Equal</td><td style="padding: 2px;">N/A</td></tr> <tr><td style="padding: 2px;">5 2</td><td style="padding: 2px;">Not Equal</td><td style="padding: 2px;"><del>Less</del></td></tr> <tr><td style="padding: 2px;"><del>4</del> 10</td><td style="padding: 2px;">Not Equal</td><td style="padding: 2px;">Greater</td></tr> <tr><td style="padding: 2px;">7 9</td><td style="padding: 2px;">Not Equal</td><td style="padding: 2px;">Less</td></tr> <tr><td style="padding: 2px;"><u>7</u> /9</td><td style="padding: 2px;"><u>5</u> /5</td><td style="padding: 2px;"><u>3</u> /4</td></tr> </tbody> </table> </td> <td></td> </tr> </table>	Question #10 Identify and Compare Numerals		15 / 18	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #ADD8E6;">Identify Numeral</th> <th style="background-color: #ADD8E6;">Equal or Not Equal</th> <th style="background-color: #ADD8E6;">Greater or Less</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">8 <del>3</del></td><td style="padding: 2px;">Not Equal</td><td style="padding: 2px;">Greater</td></tr> <tr><td style="padding: 2px;">6 6</td><td style="padding: 2px;">Equal</td><td style="padding: 2px;">N/A</td></tr> <tr><td style="padding: 2px;">5 2</td><td style="padding: 2px;">Not Equal</td><td style="padding: 2px;"><del>Less</del></td></tr> <tr><td style="padding: 2px;"><del>4</del> 10</td><td style="padding: 2px;">Not Equal</td><td style="padding: 2px;">Greater</td></tr> <tr><td style="padding: 2px;">7 9</td><td style="padding: 2px;">Not Equal</td><td style="padding: 2px;">Less</td></tr> <tr><td style="padding: 2px;"><u>7</u> /9</td><td style="padding: 2px;"><u>5</u> /5</td><td style="padding: 2px;"><u>3</u> /4</td></tr> </tbody> </table>	Identify Numeral	Equal or Not Equal	Greater or Less	8 <del>3</del>	Not Equal	Greater	6 6	Equal	N/A	5 2	Not Equal	<del>Less</del>	<del>4</del> 10	Not Equal	Greater	7 9	Not Equal	Less	<u>7</u> /9	<u>5</u> /5	<u>3</u> /4	
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<u>7</u> /9	<u>5</u> /5	<u>3</u> /4																																			

# Question #11: DECOMPOSE NUMBERS

Content Area: **Mathematics**

Standard Alignment: **K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, for example, by using objects or drawings, and record each decomposition by a drawing or equation (for example,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).**

Grouping for Administration: **Individual**

## INSTRUCTIONS (Read aloud script in **bold**):

*Display the Student Material sheet for question #11. You may use a master copy with a sheet protector and whiteboard marker or copy the student material sheet for the student to mark. Provide students with a collection of 5 identical counters.*

**“Here are five counters. Separate the five counters into two groups.”** Allow the student time to separate and count the objects. **“Write the numbers in the equation to show how you made five.”** Allow the student time to record the equation. **“Now show a different way to make five and write the numbers in the equation that show how you made five.”** Record the student’s responses on the Scoring Sheet (in other words,  $5 = 4 + 1$ ,  $5 = 1 + 4$ ,  $5 = 2 + 3$ ,  $5 = 3 + 2$ ).

### DISCONTINUE RULE:

*If the student is unable to decompose 5, move on, and do not ask him/her to decompose 8.*

*Provide students with a collection of eight identical counters.*

**“Here are eight counters. Separate the eight counters into two groups.”** Allow the student time to separate and count the objects. **“Write the numbers in the equation to show how you made eight.”** Allow the student time to separate and count the objects and to record the equation. **“Now show a different way to make eight, and write the numbers in the equation that show how you made eight.”** Record the student’s responses on the Scoring Sheet (in other words,  $8 = 7 + 1$ ,  $8 = 1 + 7$ ,  $8 = 6 + 2$ ,  $8 = 2 + 6$ ,  $8 = 3 + 5$ ,  $8 = 5 + 3$ ,  $8 = 4 + 4$ ).

*If students make more than two groups, remind them that they need to make only two groups.*

## SCORING:

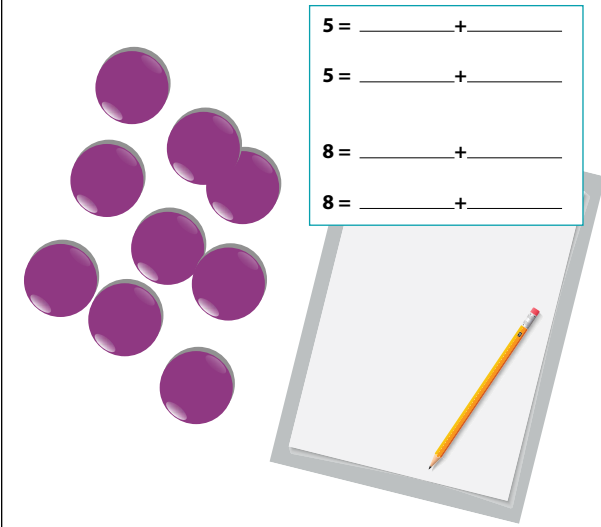
- 1 pt. for each decomposition with objects (4 pts. total)
- 1 pt. for each written equation to match the decomposition (4 pts. total)

Equations must match decomposition with objects in order to receive points for equations.

## ACCOMMODATED INSTRUCTIONS:

- **Students who are orthopedically impaired** may dictate to a scribe where to place counters on material sheet as well as be allowed to use the writing utensil and mode of identification they use daily (for example, computer, assistive technology, eye gaze, scribe, etc.).
- **Students who are blind or visually impaired** may need braille, large print, and/or separate answer cards. They may also use alternate manipulatives. The student may need to use a braille or a slate and stylus.

**MATERIALS**



**SAMPLE RECORD OF RESPONSE**

Number	Decomposition With Objects	Written Equation
5		
5		
8		
8		
8	<u>  3  </u> / 4	<u>  2  </u> / 4

Question #11 Decompose Numbers

5 / 8

## Question #12: COMPOSE AND DECOMPOSE TEEN NUMBERS

Content Area: **Mathematics**

Standard Alignment: **K.NBT.1: Compose and decompose numbers from 11–19 into ten ones and some further ones. Use objects or drawings, and record each composition or decomposition by a drawing or equation.**

Grouping for Administration: **Individual**

### INSTRUCTIONS (Read aloud script in **bold**):

Display the Student Material sheet for question #12. You may use a master copy with a sheet protector and whiteboard marker or copy the student material sheet for the student to mark. **“Show the number 13 as ten ones and some more ones by drawing circles in these ten frames.”** Allow for the student’s response. **“Finish the equation to show 13 as ten ones and some more ones.”** Allow for the student to write an equation. Record the student’s response on the Scoring Sheet.

### DISCONTINUE RULE:

If the student is unable to decompose 13, move on to question #13.

**“Now, show the number 18 as ten ones and some more ones by drawing circles in these ten frames.”** Allow for the student’s response. **“Finish the equation to show 18 as ten ones and some more ones.”** Allow for the student to write an equation. Record the student’s response on the Scoring Sheet.

If a student writes an equation that does not include ten ones and some more ones (for example,  $6 + 7$ ,  $9 + 9$ , etc.) say only once for each number, **“Write the equation as ten ones and some more ones.”**

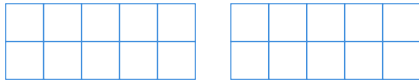
### SCORING:

- 1 pt. for correctly modeling the number with a ten frame (2 pts. total)
- 1 pt. for correctly writing an equation using  $\_\_ = 10 + \_\_$  (2 pts. total)

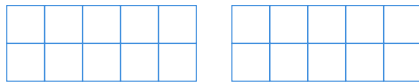
### ACCOMMODATED INSTRUCTIONS:

- **Students who are orthopedically impaired** may dictate to a scribe where to place individual manipulatives/circles on material sheet, as well as be allowed to use the writing utensil and mode of identification they use daily (for example, computer, assistive technology, eye gaze, scribe, etc.)
- **Students who are blind or visually impaired** may need braille, large print and/or separate answer cards. The material could also be a tactile manipulative. The student may need to use a braille or slate and stylus.

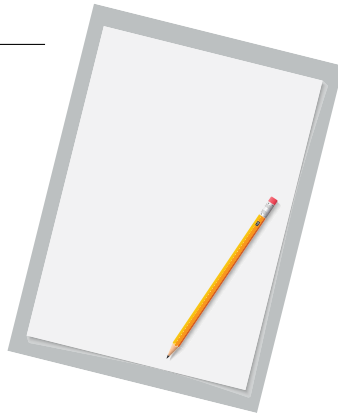
MATERIALS



**13** = \_\_\_\_ + \_\_\_\_



**18** = \_\_\_\_ + \_\_\_\_

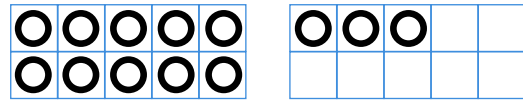


SAMPLE RECORD OF RESPONSE

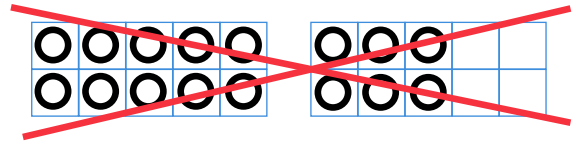
Question #12 Compose and Decompose Teen Numbers

- Modeled 13 in ten frame correctly
- Wrote equation  $13 = 10 + 3$  correctly
- Modeled 18 in ten frame correctly
- Wrote equation  $18 = 10 + 8$  correctly

2 / 4



**13** = 10 + 3



**18** = 10 + 8

# Question #13: ADDITION AND SUBTRACTION— WORD PROBLEMS

---

Content Area: **Mathematics**

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Standard Alignment: **K.OA.1: Represent addition and subtraction with objects, fingers, mental images, simple drawings, or sounds. For example, use clapping, act out situations, and use verbal explanations, expressions, or equations.**

**K.OA.2: Solve addition and subtraction word problems within 10. Use objects or drawings to represent the problem.**

---

Grouping for Administration: **Individual**

---

## INSTRUCTIONS (Read aloud script in **bold**):

- **“I am going to give you some word problems to solve. Use your fingers, objects, drawings, or equations to show how you solved the problems.”** *Provide the student with a blank piece of paper, a pencil, and manipulatives (for example, cubes, counting chips, square tiles, etc.)*
- **“Karla has three big apples and four small apples. How many apples does Karla have?”** *Allow the student to solve the problem. Repeat the problem as necessary.*
- **“Now, I am going to give you another problem to solve. Karla has six bananas. Dalton gives Karla two more bananas. How many bananas does Karla have now?”** *Allow the student to solve the problem. Repeat the problem as necessary.*
- **“This is the last problem I am going to ask you to solve. Dalton has eight carrots. He eats three carrots. How many carrots does Dalton have now?”** *Allow the student to solve the problem. Repeat the problem as necessary.*
- *If the student just states an answer, then ask them to show you how they know with their fingers, objects, drawings, or an equation to represent their thinking.*
- *If the student does not begin to solve the problem, say, “Can you solve this problem?” and repeat the problem as necessary.*

## DISCONTINUE RULE:

*If the student does not attempt to solve the problem after three prompts, record a score of zero and proceed to the next word problem.*

*Self-corrections are allowed.*

## SCORING:

- 3 pts. for each representation created using the rubric (9 pts. total)
- 1 pt. for each correct answer (3 pts. total)



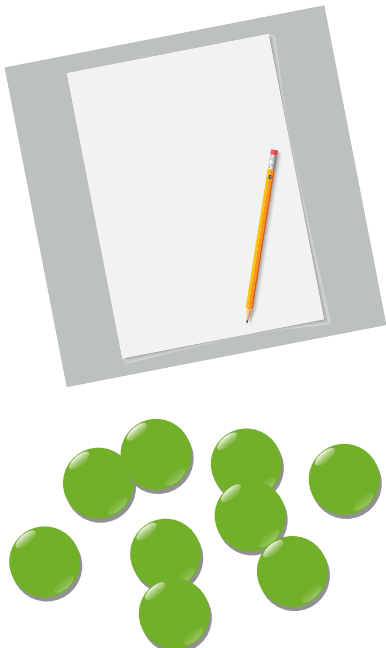
0 pts.	1 pt.	2 pts.	3 pts.
Does not attempt representation	Inaccurate representation <ul style="list-style-type: none"> <li>■ Random numbers are used.</li> <li>■ Drawings, fingers, or manipulatives don't match the problem by two or more.</li> <li>■ The wrong operation is used, such as addition instead of subtraction.</li> </ul>	Partially accurate representation <ul style="list-style-type: none"> <li>■ Drawings, fingers, or manipulatives have one more or one less representation than expected.</li> <li>■ More than one representation used (for example, fingers and a picture); and one of the representations is inaccurate.</li> </ul>	Accurate representation

Representations may include a verbal response, using fingers, using manipulatives, drawing, writing numerals, or writing an equation.

For additional guidance, see <https://schools.utah.gov/assessment/assessments>.

**ACCOMMODATED INSTRUCTIONS:**

- **Students who are orthopedically impaired** may dictate to a scribe where to place individual manipulatives/circles on material sheet, as well as be allowed to use the writing utensil and mode of identification they use daily (for example, computer, assistive technology, eye gaze, scribe, etc.).
- **Students who are nonverbal** will be allowed to use their mode of communication and assistive technology used daily to demonstrate how they count (for example, PECS, communication board, sign language, etc.).

MATERIALS	SAMPLE RECORD OF RESPONSE													
	<table border="1"> <tr> <td rowspan="4">Question #13 Addition and Subtraction Word Problems</td> <td><b>Problem Representation</b></td> <td><b>Correct Answer</b></td> <td rowspan="4"><u>8</u> /12</td> </tr> <tr> <td>Apple</td> <td><u>2</u> /3</td> <td><u>1</u> /1</td> </tr> <tr> <td>Banana</td> <td><u>3</u> /3</td> <td><u>1</u> /1</td> </tr> <tr> <td>Carrot</td> <td><u>1</u> /3</td> <td><u>0</u> /1</td> </tr> </table>	Question #13 Addition and Subtraction Word Problems	<b>Problem Representation</b>	<b>Correct Answer</b>	<u>8</u> /12	Apple	<u>2</u> /3	<u>1</u> /1	Banana	<u>3</u> /3	<u>1</u> /1	Carrot	<u>1</u> /3	<u>0</u> /1
Question #13 Addition and Subtraction Word Problems	<b>Problem Representation</b>		<b>Correct Answer</b>	<u>8</u> /12										
	Apple		<u>2</u> /3			<u>1</u> /1								
	Banana		<u>3</u> /3			<u>1</u> /1								
	Carrot	<u>1</u> /3	<u>0</u> /1											



**When the profile is complete:**

- Thank the student for participating in the profile. Dismiss the student.
- The administrator continues on to complete the Social-Emotional Skills Observation Inventory.

# Social-Emotional Skills Observation Inventory

Content Area: **English Language Arts, Mathematics, and Social Studies**

Standard Alignment: **SL.K.1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.**

**SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.**

**SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is misunderstood**

**SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.**

**MP.1: Make sense of problems and persevere in solving them.**

**MP.2: Construct viable arguments and critique the reasoning of others.**

**SS.K.2: Demonstrate appropriate ways to behave in different settings.**

## INSTRUCTIONS:

*After testing the student, complete the social-emotional skills observation inventory based on the behaviors exhibited by the student within the last month.*

## SCORING:

■ 0–3 pts. possible per item

### 1. Opportunities to Respond

confident       reluctant       refuses to respond       no response

### 2. Sustained Effort

persists       persists with prompting       gives up easily       makes no attempt

### 3. Attention and Focus

attentive throughout       attentive most times (2-4 redirects)  
 attentive sometimes (5 or more redirects)       minimal or no attention exhibited

### 4. Activity Level

sits quietly       some fidgeting       lots of fidgeting       out of seat

### 5. Listens and Follows Directions

always       generally       rarely       not at all

---

**6. Quality of Response**

- takes time to give thoughtful responses
- some/few responses related to task
- most responses related to task
- responses are unrelated to the task/no response

---

**7. Self-Confidence**

- confident in responses
- anxious some of the time
- comfortable, with some hesitation in responding
- anxious most of the time

---

**8. Task Switching**

- switches tasks easily
- generally needs prompting to switch tasks
- sometimes needs prompting to switch tasks
- refuses to switch tasks



# APPENDICES

# APPENDIX A: ACCOMMODATIONS

ACCOMMODATIONS FOR THE KINDERGARTEN ENTRY AND EXIT PROFILE		
<b><i>These are the allowable accommodations for students with disabilities.</i></b>		
ACCESSIBILITY FEATURE/RESOURCE		DESCRIPTION
Alternate location	✓	In some circumstances, distractions for an individual student or for a group of students can be reduced by altering the location in which an individual student interacts with instructional materials or test content. For students who are easily distracted by the presence of other students, an alternate location allows students to work individually or in small groups. Changes may also be made to a student's location within a room, such as away from windows, doors, or pencil sharpeners. Sitting near the teacher's desk or in the front of a classroom may be helpful for some students. Physically enclosed classrooms (classrooms with four walls) may be more appropriate than open classrooms, and study carrels might also be helpful. Some students may benefit from being in an environment that allows for movement, such as being able to walk around. A student assessed in an alternate location needs a proctor supervising the assessment at all times.
Assistive communication devices	✓	For students who have difficulty manipulating a mouse or standard keyboard, there are a variety of assistive communication devices that allow them to control a computer program and record responses. These assistive communication devices include items such as Intellikeys, sip-and-puff devices, single-switch devices, eye tracking devices, and touch screens.
Audio amplification	✓	Some students may require audio amplification devices in addition to hearing aids to increase clarity. A teacher may use an amplification system when working with students in classroom situations that contain a great deal of ambient noise.
Braille (tactile graphics for students who are blind)	✓	Braille is a method of reading a raised-dot code with the fingertips. Not all students who are blind or visually impaired read braille fluently or choose braille as their primary mode of reading. Even if they use braille as their primary mode of reading, students should also build skills in using electronic formats, such as audio recordings and synthesized speech.

*(Continued on the next page)*



## ACCOMMODATIONS FOR THE KINDERGARTEN ENTRY AND EXIT PROFILE

*These are the allowable accommodations for students with disabilities.*

Breaks	✓	Breaks may be given if needed. The administrator of the assessment must monitor the length and timing of breaks so that students do not have opportunity to seek answers to items on the assessment.
Change order of activities	✓	Assessments and activities that require focused attention should be scheduled for the time of day when a student is most likely to demonstrate peak performance. To reduce fatigue and increase attention, activities or some tests can be administered over multiple days (for example, completing a portion each day).
Color adjustments	N/A	
Descriptive audio	N/A	
Directions—oral translation	✓	Oral translation of directions involves immediate rendering of directions into a student’s native language. Clarification of directions is not allowed on any assessment. ( <b>“Directions” refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item’s stem, directions for answering a specific question, etc.)</b> )
Directions—reread	✓	To accurately understand the task a student is being asked to engage in, some students need to have directions reread. Clarification of directions is not allowed on any assessment. ( <b>“Directions” refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item’s stem, directions for answering a specific question, etc.)</b> )
Directions—signed	✓	Directions may be signed by a certified interpreter or teacher of the deaf. Clarification of directions is not allowed for any student. ( <b>“Directions” refers only to non-item content that appears at the beginning of the test or between testing sessions. It does not refer to the item’s stem, directions for answering a specific question, etc.)</b> )
Environment change	✓	Environmental changes may be necessary for some students. Some students benefit from the use of adaptive or special furniture, such as devices for sitting upright during instruction or assessment. Use of a slant board or wedge to minimize eye strain and provide a better work surface may be needed by some students. Special lighting may also be beneficial to some students.

## ACCOMMODATIONS FOR THE KINDERGARTEN ENTRY AND EXIT PROFILE

***These are the allowable accommodations for students with disabilities.***

Extended time	✓	A standard extension may be time and one-half. This means a student may be allowed 90 minutes to complete a task that normally has a 60-minute limit. Double time may also be allowed, especially for students who are blind. Decisions should be made on a case-by-case basis, keeping in mind the type of assessment and activity. Unlimited time is not appropriate or feasible for any student.
Graphic organizer	N/A	
Highlight	✓	Allowed highlighting, providing visual cues, and using markers, arrows, and stickers, may draw attention to key words or content in instruction. <b>These resources may or may not be applicable or available for assessments.</b>
Human reader	N/A	
Large print paper	✓	<b>Need to request through the Utah State Board of Education.</b> Students with visual impairments or other print disabilities may need assistance viewing content. Access for students with visual needs is typically provided through enlarging content. Large print paper assessments may no longer be needed in computer-based testing if magnification of the entire screen and/or magnification of select areas is available. Larger monitors may also aid students in computer-based assessments. Large-print editions of instructional materials are required for some students with visual impairments or print disabilities. All text and graphic materials, including labels and captions on pictures, diagrams, maps, charts, exponential numbers, notes, and footnotes, must be presented in at least 18-point type for students who need large print.
Magnification	✓	Access for students with visual impairments is typically provided through magnifying content.
Minimize distractions	✓	Some students need help reducing distractions and/or maintaining focus while they are accessing and interacting with information presented during instruction or assessment. A student may wear noise buffers, such as earphones, earplugs, or headphones, to reduce distractions and improve concentration. Study carrels may also be used.
Blank scratch paper and graph paper	✓	The teacher provides blank paper for questions 9, 11, 12, and 13.

## ACCOMMODATIONS FOR THE KINDERGARTEN ENTRY AND EXIT PROFILE

***These are the allowable accommodations for students with disabilities.***

Scribe	✓	A scribe is a skilled person who has been trained to write/ input what a student dictates by an assistive communication device, speech, pointing, or sign language. A scribe may not edit or alter student work in any way and must record word for word exactly what the student has dictated. The student must be able to edit what the scribe has written. The role of the scribe is to write only what is dictated, no more and no less. A student who experiences a debilitating injury just prior to testing that prevents him/ her from being able to write may need a scribe. Scribes must have experience and understanding of how to effectively scribe for a student.
Sign language	✓	Some students who are deaf or hard of hearing may need assistance accessing text-based instructional or assessment content. Access for these students is typically provided through American Sign Language (ASL).
Spell check	N/A	
Standard size paper	N/A	
Strikethrough	N/A	
Text-to-speech	N/A	
Visual representation	✓	Visual representations are manipulatives such as cubes, tiles, rods, blocks, models, etc. They may be used on all sections of the mathematics assessment if they are included in the student's IEP or 504.
Attention marker or ruler	✓	A marker or ruler may be used to focus student attention on the materials for students who are not able to demonstrate their skills adequately without one.

# APPENDIX B: SCORING SHEET

Student Name:	Assessor Name:	Date:

## LITERACY QUESTIONS

Literacy Question		Student Response	Total Pts
Question #1	Oral Language Responses		___/2
Question #1	Listening Comprehension		___/4
Question #2	Phonemic Awareness: Initial, Medial, and Final Sounds	<b>y v g sh u e</b>	___/6
Question #3	Phonemic Awareness: Phoneme Segmentation and Substitution	<b>/m/ /a/ /p/</b> <b>man</b> <b>/b/ /u/ /n/</b> <b>bug</b>	___/8
Question #4	Phonics and Word Recognition	<b>wag rot cub fed zips</b> <b>kaj yiv tem hox lun</b>	CLS ___/31 WWR ___/20
Question #5	Emergent Reading	<b>TEXT 1:</b> <b>I see the hat in the grass.</b> <b>I see the bug in the grass.</b> <b>Can you see the ball in the grass?</b> <i>Reading errors: ___/4</i> <i>Reading comprehension: ___/2</i>  <b>TEXT 2:</b> <b>Ned is a cat.</b> <b>He sits on me.</b> <b>Ned naps on the bed.</b> <b>He licks a lot.</b> <b>Ned likes to run.</b> <b>He is a fun cat.</b> <i>Reading errors: ___/4</i> <i>Reading comprehension: ___/2</i>	___/12
Question #6	Encoding	<b>pan</b> <b>hot</b> <b>sun</b> <b>Tim is wet.</b> <i>Correct sound: ___/17</i> <i>Whole word: ___/6</i> <i>Capital letter: ___/1</i>	___/24

Literacy Question	Student Response	Total Pts
<b>Question #7</b> Writing	Production: ____/5 Capitalization: ____/2 Topic and details: ____/4	____/11
<b>Total Literacy—Questions 1–7</b>		____/118

## NUMERACY QUESTIONS

Numeracy Question	Student Response	Total Pts																					
<b>Question #8</b> Oral Counting	<table border="1"> <tr> <td>12 13 14 15 16 17 18 19 20 21</td> </tr> <tr> <td>83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100</td> </tr> </table>	12 13 14 15 16 17 18 19 20 21	83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100	____/2 ____/3																			
12 13 14 15 16 17 18 19 20 21																							
83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100																							
<b>Question #9</b> Counting Objects	<table border="1"> <thead> <tr> <th>Number</th> <th>Counting and One-to-One Correspondence</th> <th>Cardinality</th> <th>Writing the Numeral</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>____/2</td> <td>____/1</td> <td>____/1</td> </tr> <tr> <td>9</td> <td>____/2</td> <td>____/1</td> <td>____/1</td> </tr> <tr> <td></td> <td>____/4</td> <td>____/2</td> <td>____/2</td> </tr> </tbody> </table>	Number	Counting and One-to-One Correspondence	Cardinality	Writing the Numeral	16	____/2	____/1	____/1	9	____/2	____/1	____/1		____/4	____/2	____/2	____/8					
Number	Counting and One-to-One Correspondence	Cardinality	Writing the Numeral																				
16	____/2	____/1	____/1																				
9	____/2	____/1	____/1																				
	____/4	____/2	____/2																				
<b>Question #10</b> Identify and Compare Numerals	<table border="1"> <thead> <tr> <th>Identify Numeral</th> <th>Equal or Not Equal</th> <th>Greater or Less</th> </tr> </thead> <tbody> <tr> <td>8 3</td> <td>Not Equal</td> <td>Greater</td> </tr> <tr> <td>6 6</td> <td>Equal</td> <td>N/A</td> </tr> <tr> <td>5 2</td> <td>Not Equal</td> <td>Less</td> </tr> <tr> <td>4 10</td> <td>Not Equal</td> <td>Greater</td> </tr> <tr> <td>7 9</td> <td>Not Equal</td> <td>Less</td> </tr> <tr> <td>____/9</td> <td>____/5</td> <td>____/4</td> </tr> </tbody> </table>	Identify Numeral	Equal or Not Equal	Greater or Less	8 3	Not Equal	Greater	6 6	Equal	N/A	5 2	Not Equal	Less	4 10	Not Equal	Greater	7 9	Not Equal	Less	____/9	____/5	____/4	____/18
Identify Numeral	Equal or Not Equal	Greater or Less																					
8 3	Not Equal	Greater																					
6 6	Equal	N/A																					
5 2	Not Equal	Less																					
4 10	Not Equal	Greater																					
7 9	Not Equal	Less																					
____/9	____/5	____/4																					
<b>Question #11</b> Decompose Numbers	<table border="1"> <thead> <tr> <th>Number</th> <th>Decomposition With Objects</th> <th>Written Equation</th> </tr> </thead> <tbody> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td></td> <td></td> </tr> <tr> <td></td> <td>____/4</td> <td>____/4</td> </tr> </tbody> </table>	Number	Decomposition With Objects	Written Equation	5			5			8			8				____/4	____/4	____/8			
Number	Decomposition With Objects	Written Equation																					
5																							
5																							
8																							
8																							
	____/4	____/4																					

(Continued)

Numeracy Question	Student Response	Total Pts												
<b>Question #12</b> Compose and Decompose Teen Numbers	<input type="checkbox"/> Modeled 13 in ten frame correctly <input type="checkbox"/> Wrote equation $13 = 10 + 3$ correctly <input type="checkbox"/> Modeled 18 in ten frame correctly <input type="checkbox"/> Wrote equation $18 = 10 + 8$ correctly	___/4												
<b>Question #13</b> Addition and Subtraction Word Problems	<table border="1"> <thead> <tr> <th data-bbox="732 407 899 485"></th> <th data-bbox="899 407 1105 485">Problem Representation</th> <th data-bbox="1105 407 1292 485">Correct Answer</th> </tr> </thead> <tbody> <tr> <td data-bbox="732 485 899 527">Apple</td> <td data-bbox="899 485 1105 527">___/3</td> <td data-bbox="1105 485 1292 527">___/1</td> </tr> <tr> <td data-bbox="732 527 899 569">Banana</td> <td data-bbox="899 527 1105 569">___/3</td> <td data-bbox="1105 527 1292 569">___/1</td> </tr> <tr> <td data-bbox="732 569 899 611">Carrot</td> <td data-bbox="899 569 1105 611">___/3</td> <td data-bbox="1105 569 1292 611">___/1</td> </tr> </tbody> </table>		Problem Representation	Correct Answer	Apple	___/3	___/1	Banana	___/3	___/1	Carrot	___/3	___/1	___/12
	Problem Representation	Correct Answer												
Apple	___/3	___/1												
Banana	___/3	___/1												
Carrot	___/3	___/1												
<b>Total Numeracy—Questions 8–13</b>		<b>___/55</b>												
<b>COMBINED TOTAL FOR LITERACY AND NUMERACY QUESTIONS 1–13</b>		<b>___/173</b>												

# SOCIAL-EMOTIONAL QUESTIONS

Social-Emotional Question	Notes	Total Points
<b>Question #1</b> Opportunities to Respond	<input type="checkbox"/> confident <input type="checkbox"/> reluctant <input type="checkbox"/> refuses to respond <input type="checkbox"/> no response	___/3
<b>Question #2</b> Sustained Effort	<input type="checkbox"/> persists <input type="checkbox"/> persists with prompting <input type="checkbox"/> gives up easily <input type="checkbox"/> makes no attempt	___/3
<b>Question #3</b> Attention and Focus	<input type="checkbox"/> attentive throughout <input type="checkbox"/> attentive most times (2-4 redirects) <input type="checkbox"/> attentive sometimes (5 or more redirects) <input type="checkbox"/> minimal or no attention exhibited	___/3
<b>Question #4</b> Activity Level	<input type="checkbox"/> sits quietly <input type="checkbox"/> some fidgeting <input type="checkbox"/> lots of fidgeting <input type="checkbox"/> out of seat	___/3
<b>Question #5</b> Listens and Follows Directions	<input type="checkbox"/> always <input type="checkbox"/> generally <input type="checkbox"/> rarely <input type="checkbox"/> not at all	___/3
<b>Question #6</b> Quality of Response	<input type="checkbox"/> takes time to give thoughtful responses <input type="checkbox"/> most responses related to task <input type="checkbox"/> some/few responses related to task <input type="checkbox"/> responses are unrelated to the task/no response	___/3
<b>Question #7</b> Self-Confidence	<input type="checkbox"/> confident in responses <input type="checkbox"/> comfortable, with some hesitation in responding <input type="checkbox"/> anxious some of the time <input type="checkbox"/> anxious most of the time	___/3
<b>Question #8</b> Task Switching	<input type="checkbox"/> switches tasks easily <input type="checkbox"/> sometimes needs prompting to switch tasks <input type="checkbox"/> generally needs prompting to switch tasks <input type="checkbox"/> refuses to switch tasks	___/3
<b>TOTAL SOCIAL-EMOTIONAL QUESTIONS 1-8</b>		___/24





# APPENDIX C: **SUPPLEMENTAL STUDENT MATERIALS**



1



iStockphoto © Liang Zhang

I see the hat in the grass.

---

3



iStockphoto © David Lentz

Can you see the ball in the grass?

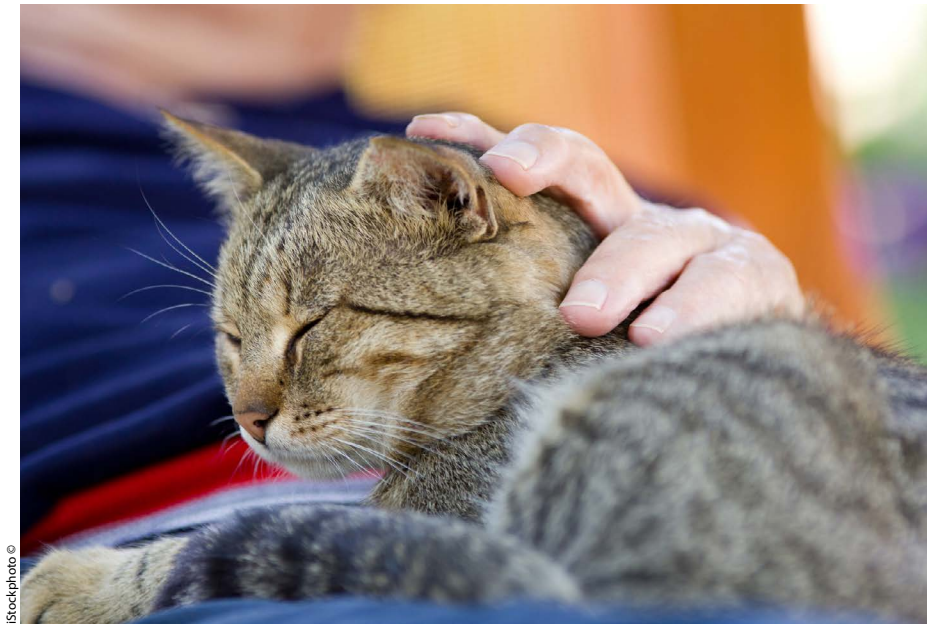


I see the bug in the grass.

---



1



istockphoto ©

**Ned is a cat.  
He sits on me.**

---

3



istockphoto ©

**Ned likes to run.  
He is a fun cat.**



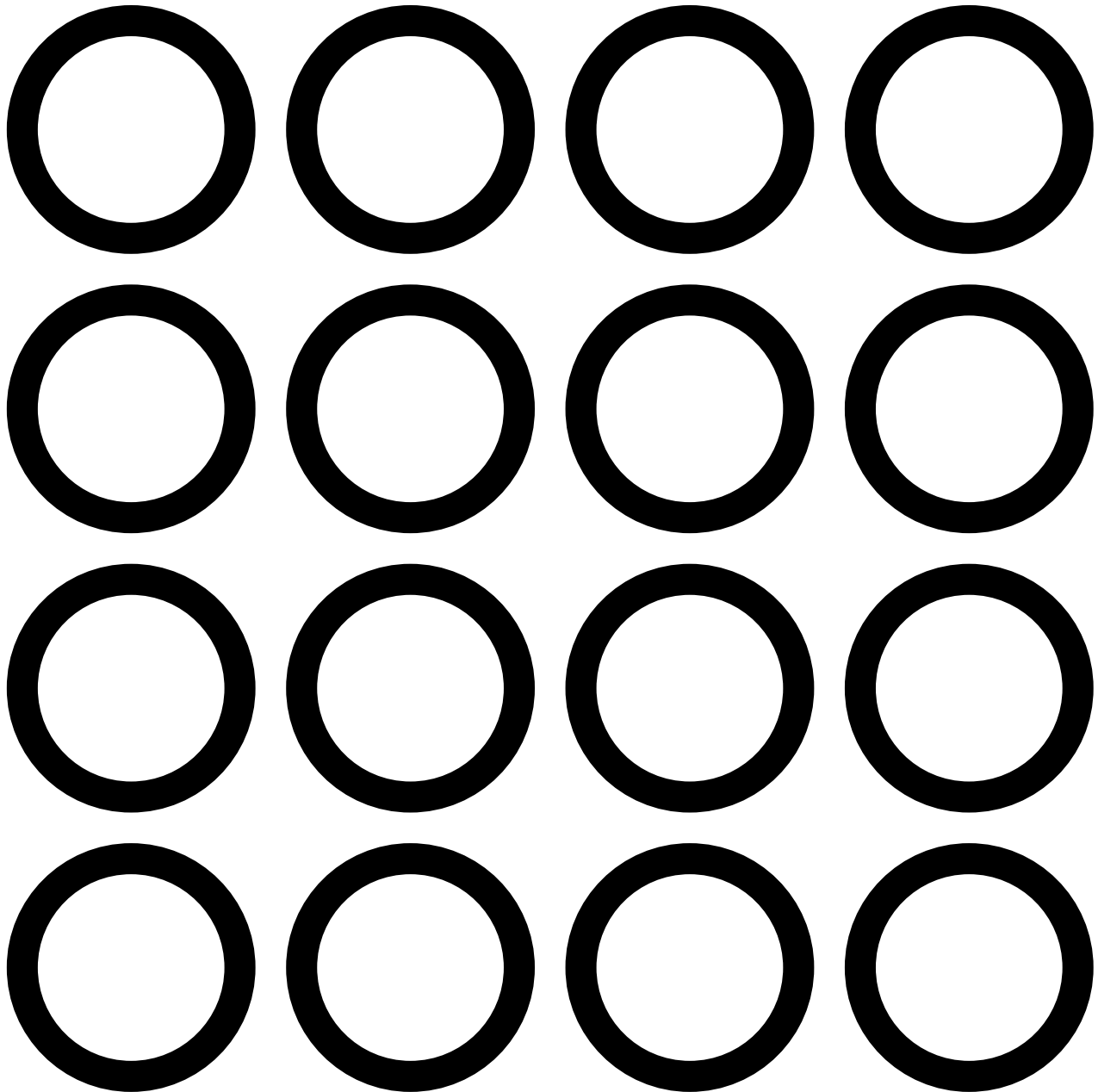
**Ned naps on the bed.  
He licks a lot.**

---

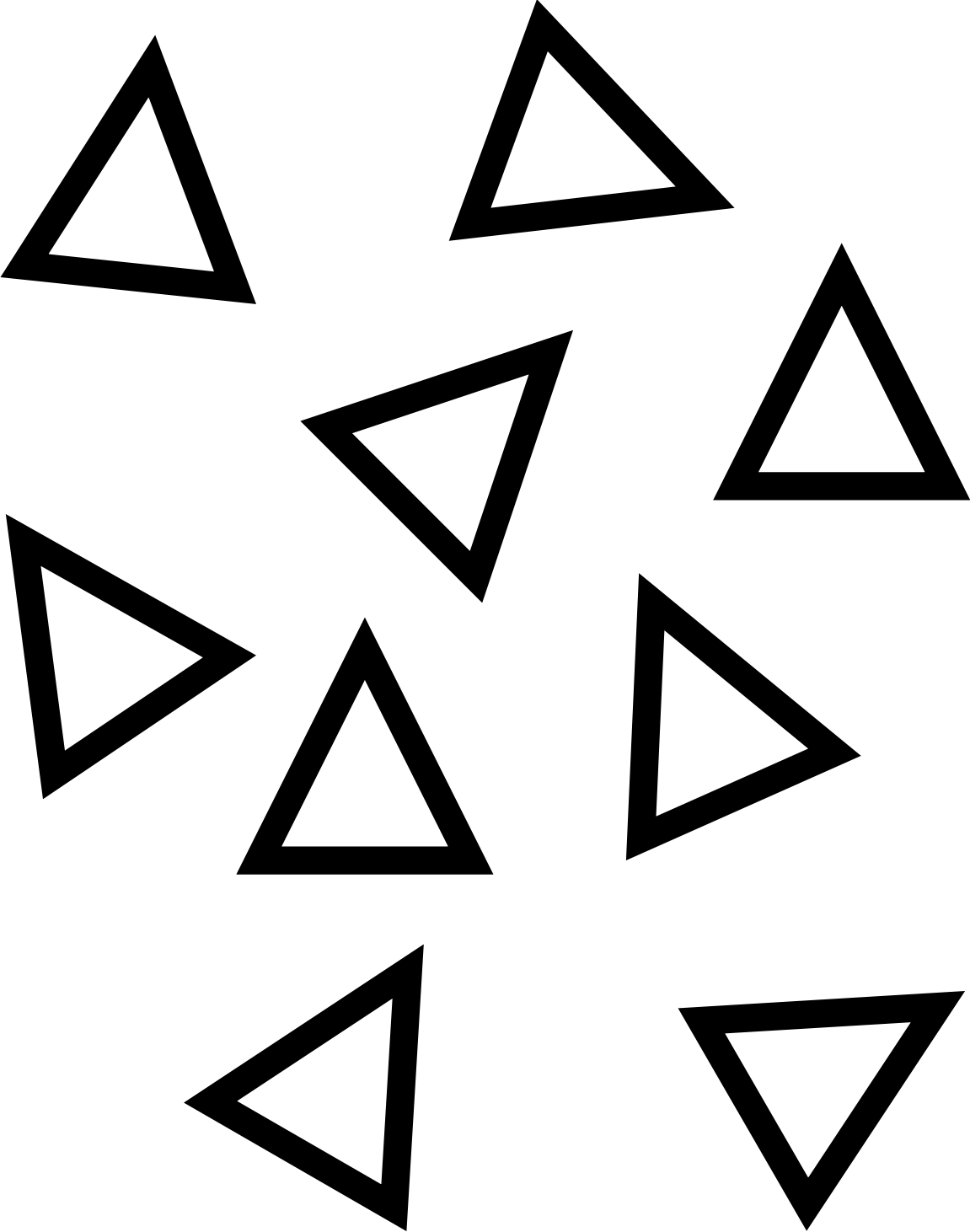


Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).





Question #9



$$5 = \underline{\quad} + \underline{\quad}$$

$$5 = \underline{\quad} + \underline{\quad}$$

$$8 = \underline{\quad} + \underline{\quad}$$

$$8 = \underline{\quad} + \underline{\quad}$$

Question #12



$$13 = \underline{\quad\quad} + \underline{\quad\quad}$$



$$18 = \underline{\quad\quad} + \underline{\quad\quad}$$

inside of back cover



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State Superintendent of Public Instruction